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ABSTRACT

The booklet presents developmental and basic skills learning activities for parents to use at home with their handicapped preschool children to better prepare the children for school related experiences. Under each activity are provided a statement of what the activity seeks to accomplish, a list of materials necessary for the activity, suggested methods to be used in carrying out the activity, and suggested ways in which the activity can be enriched and extended. The section on basic concept development activities focuses on such aspects as color, naming body parts, identifying common objects, grouping by size and shape, position in space, and weight. Among the language development activities presented are those which stress following directions, developing good listening, rhyming words, and asking and answering questions. Motor skill development activities focus on such things as drawing basic shapes, tracing patterns, developing small and large muscle coordination, developing eye-hand coordination, developing body balance, and developing tactile awareness. Social skill development activities presented are geared toward such areas as role playing, toileting, dressing, eating, using the telephone, and socializing. (DLS)

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POTS and PANS
ACTIVITIES
for
PARENT and CHILD

U.S. DEPARTMENT OF HEALTH,
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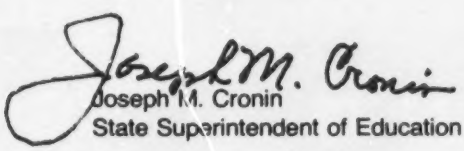
FOREWORD

In 1974, *Pots and Pans: Activities for Parent and Child* was first developed and published by this agency. The intention was to produce a booklet which offered practical activities with readily available materials, which would be fun and educational. This booklet was very well received over the years, but became unavailable and dated.

In response to a constant flow of requests from parents and educators alike, I am pleased to present this revised version of *Pots and Pans: Activities for Parent and Child*. The Illinois Office of Education gratefully acknowledges the contributions of Dr. Robert L. Stoneburner and Ms. Lynne R. Dowdy in revising, updating, and re-developing this publication. It is hoped that this booklet will be of continued assistance in promoting positive parent-child interaction.



Joseph M. Cronin
State Superintendent of Education

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OVERVIEW

The activities incorporated in this booklet are designed primarily for parents to use at home with their children. Learning experiences which focus on the child's overall development, carried out in the home between the child and his/her parents help to better prepare the child for school-related experiences.

While the emphasis of this booklet is divided into four major areas: basic concepts, language development, motor development, and social development, the activities are broad enough to encompass other areas of learning and development. Through the use of these activities children can learn to follow directions, be observant, develop self-control and cooperation, accept responsibility, take turns, and share. It is hoped that the child will look forward to the activities each day, enjoying them fully, and not consider them a chore. The main purpose of these activities is to provide the child and his/her parents with enjoyable and new learning experiences.

Each activity is broken down into four parts: (1) Purpose—a statement of what the activity seeks to accomplish; (2) Materials—a list of materials necessary for the activity; (3) Activity—suggested methods to be used in carrying out the activity; and, (4) Enrichment—suggested ways in which the activity can be enriched and extended.

Although this booklet is primarily designed with the preschool handicapped child in mind, the activities can be used with a variety of children of differing ages. Each activity can be adapted to meet the specific needs and abilities of each child. It is hoped that parents will expand and enrich the activities, incorporating them into everyday situations.

Experiencing and learning should be fun, especially when it's shared by people who care!

BASIC CONCEPT DEVELOPMENT ACTIVITIES

Basic concepts are words and ideas a young child needs to know in order to make his/her learning experiences more successful and meaningful. The parent is in a position to be the child's first and most important teacher. Activities designed to assist parents in discovering and enriching their child's strengths and abilities help both parents and child toward successful learning experiences.

The activities suggested in this section allow the parent to help the child to build a foundation of basic concept knowledge through the use of daily household tasks. For example, parents and child can talk about how a fork and spoon are the same and different while setting the table. The emphasis placed on daily tasks should enable the parents to include their child in more daily activities.

As the child gets older, parents will need to include many concepts within a single activity. For example, the parent may ask the child to describe what's on his/her plate for supper. The child should be encouraged to name the food, the color of the food, the position of the food on the plate: "I have green peas next to the orange carrots. The meat is next to the potatoes."

COLOR

PURPOSE: To help the child learn to match, identify and name six (6) colors.

MATERIALS: Colored blocks, spools of thread, pictures in magazines and books, child's toys, child's clothing, foods, household and outdoor objects.

ACTIVITY: Matching Colors

Begin with one color; for example, red. Place a group of blocks in front of the child, and sort out all the red blocks. Each time you pick up a block, say, "This is a red block." Mix the blocks together and have the child help you find the red blocks. Each time the child selects a red block, you say, "Yes, that's a red block." Mix the blocks again, place one red block in front of the child, and ask the child to find the rest of the red blocks.

Extend this activity by using some of the other materials suggested, and by introducing two other colors such as blue and yellow.

ACTIVITY: Identifying Colors

Play the game, "Who Can Find Something Red?" While the child is at play, getting dressed, eating a meal or snack, outdoors or in the car, ask the child to find something red. Encourage the child to find as many things as possible.

ACTIVITY: Naming Colors

Through everyday conversation encourage your child to name the colors of objects. For example, you might ask your child what he/she wants to wear. Encourage the child to respond by picking up the item of clothing and saying, "My red shirt and my blue pants."

Use magazines for cutting out pictures and pasting them on a page, one page for each color. Have your child tell you about his/her "red page" by naming the color of each object. For example, "This ball is red, and the truck is red, and the man's shirt is red." Do this for red, blue, yellow, green, orange and black.

ENRICHMENT: Color activities can be enriched by using paints for making pictures, colored chalk on the sidewalk, play-doh, and food colors mixed in a glass of water.

NAMING BODY PARTS

PURPOSE: To help the child learn to name the parts of the body.

MATERIALS: Mirror, soap, large pictures of people cut from magazines and glued on construction paper.

ACTIVITY: Name That Part!

Begin this activity by having the child stand in front of a full-length mirror. Remind your child to look in the mirror to watch what you're doing. Use the soap and trace the child's body "shape" on the mirror. Have the child name each body part as you trace it. Help the child with names of body parts if she or he is having difficulty.

After you have completed the tracing, have the child step back from the mirror. Ask the child to point to and name each body part as it's traced on the mirror.

Once the child can successfully name body parts on the traced mirror outline, give the child one of the magazine pictures you cut out and glued to the construction paper. Have the child name the body parts on the person in the picture. Take that picture away, and cut away one body part from the picture. Give the picture to the child and ask which body part is missing. When the child correctly names the missing body part, give her or him the cut-out piece to fit back on the picture to make the person "whole" again.

ENRICHMENT: This activity can be used as an independent activity. Cut away several body parts from each picture. Place the picture and cut-out pieces in envelopes. Give the envelopes to the child and ask him/her to "Put the people together again." When the child is finished, you can check his/her work, and talk about what body parts were missing.

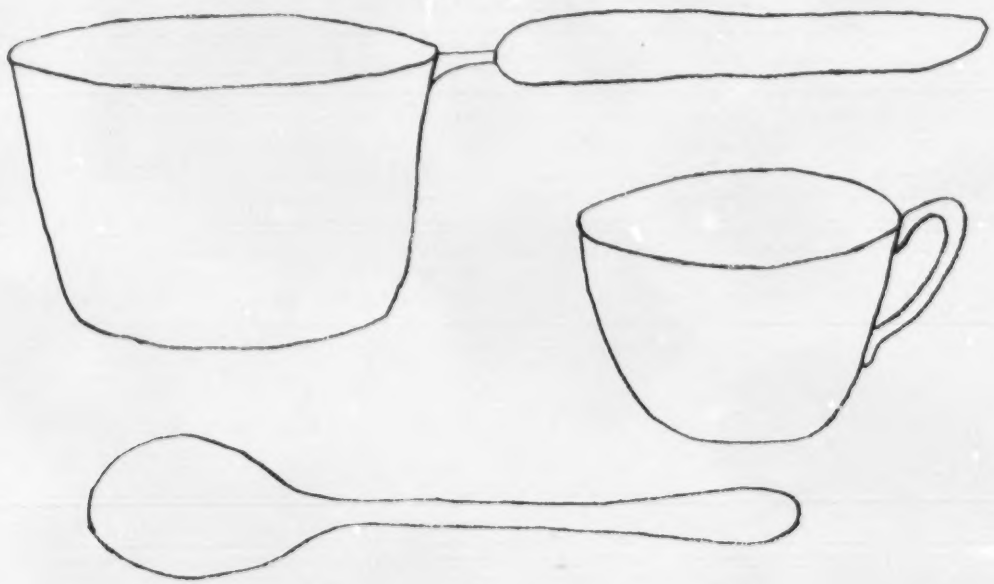
IDENTIFYING COMMON OBJECTS

PURPOSE: To help the child learn to identify common objects from line drawings.

MATERIALS: Line drawings of household objects such as a pan, a cup, a glass, a spoon, a knife, a fork, etc. (Place the object on a large piece of paper, trace around the object with a black marker or crayon.)

ACTIVITY: Which One Matches?

Begin by placing two objects on a table. Show the child a drawing of one of the objects. Have your child show you which object matches the one in the line drawing. Gradually increase the number of objects you place before the child until he/she can match each drawing with the correct object.



This activity can be played independently by the child. Place all of the objects on the table, and give the child the group of line drawings. Ask the child to place the object on top of the line drawing. When this task is completed, you can check his/her work.

ENRICHMENT: Once the child has mastered matching objects from line drawings, give her or him pictures cut from magazines and ask the child to match the correct object with the one in the picture.

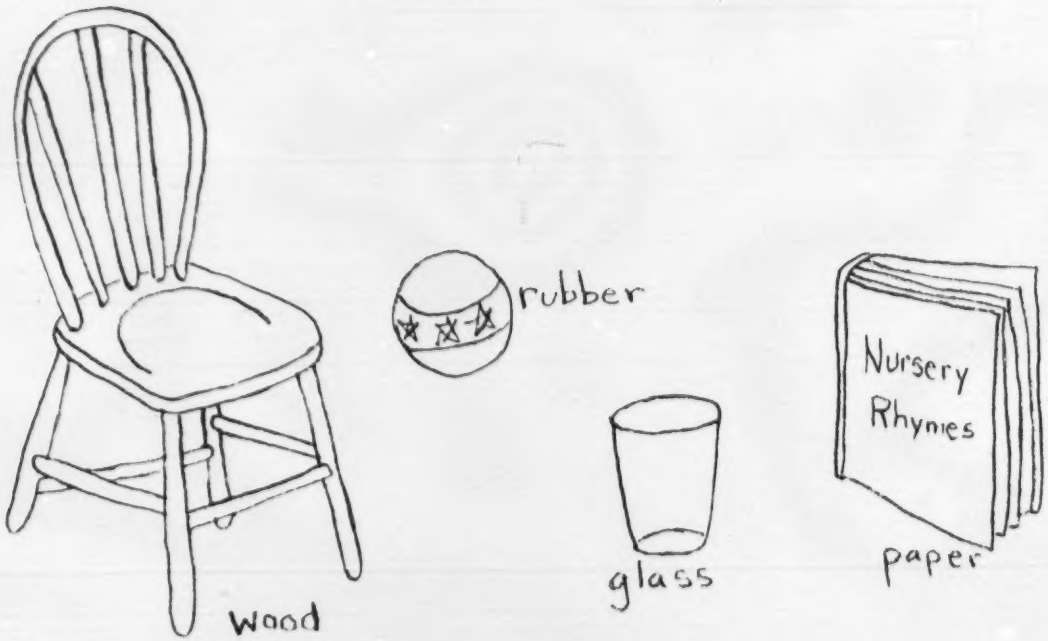
IDENTIFYING WHAT THINGS ARE MADE OF

PURPOSE: To help the child learn about the composition of objects in the environment.

MATERIALS: A metal pan, a glass jar, a plastic container, a book, a washcloth, a wooden chair, etc.

ACTIVITY: What's It Made Of?

Give the child one object to handle and look at. Talk with your child about what the object looks and feels like. Tell your child what the object is made of. For example you might say, "This is a pan. The pan is made of metal." Use this same approach with all the objects.



At another time, you might give your child an object and ask him/her to look for other things in the house that are made from the same substance. For example, you might give your child a book, reminding her or him that a book is made of paper, and ask your child to find other things in the house that are made of paper.

ENRICHMENT: Encourage your child to discover things that are made of two different materials, and to describe the object to you, telling you what it's made of. For example, your child might discover a bottle of soda, before it's opened, and tell you that the bottle is made of glass and the cap is made of metal.

GROUPING SHAPES

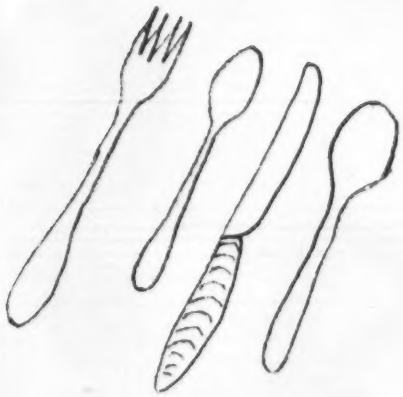
PURPOSE: To help the child learn to place objects in groups based on their shape.

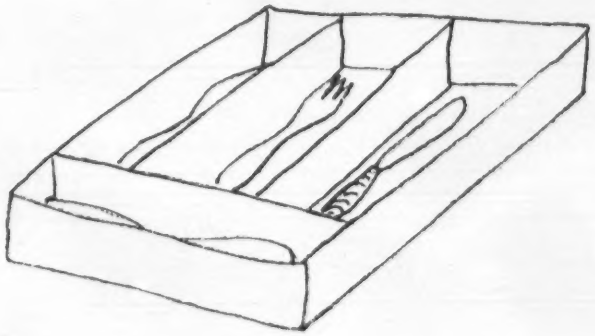
MATERIALS: A set of silverware, a divided silverware container (the type that fits in a drawer).

ACTIVITY: Which ones belong together?

Begin the activity by giving the child the silverware and showing him/her where each piece goes, by putting one of each in the proper compartment. Describe each object as you place it in the proper compartment.

Give your child the silverware and ask him/her to put each piece in the right place. Encourage your child to talk about what is being done. For example, "This is a fork. It goes with the other forks."





ENRICHMENT: This activity can be expanded by having your child set the table, putting the silverware in the appropriate place on either side of the plate. Once again, it would be good for you to encourage your child to talk about what he/she is doing, while setting the table.

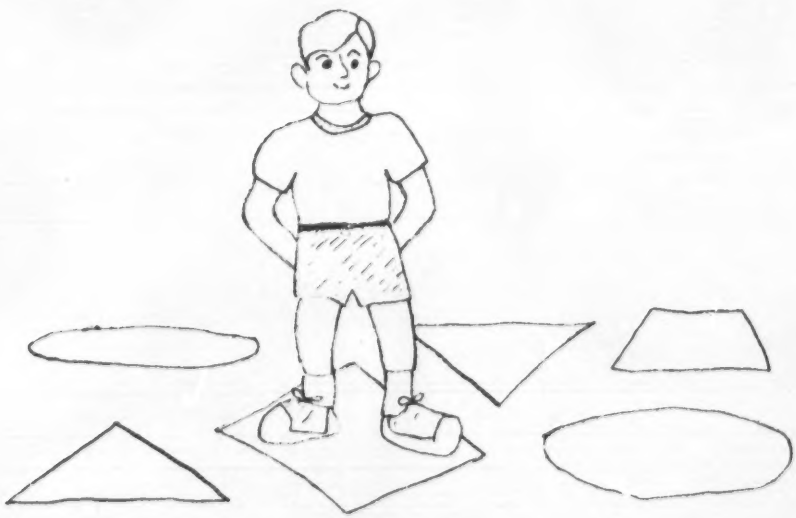
NAMING BASIC SHAPES

PURPOSE: To help the child learn the names of five basic shapes: circle, square, triangle, rectangle, diamond.

MATERIALS: Construction paper or cloth shapes which are large enough for the child to stand on. Make all the shapes the same color. Cut at least three of each shape.

ACTIVITY: Which Shape Are You Standing On?

Begin the activity by placing two shapes on the floor. A circle and a square are two good ones to start with. As you place the shapes on the floor, tell your child the name of the shape. Ask your child to stand on the circle. After he/she is standing on the circle, ask your child "What shape are you standing on?" After your child has told you the name of the shape, reinforce his/her learning by saying, "Yes, you're standing on a circle." Continue this activity for all the shapes. You will need to repeat this activity several times to include all five shapes and to make sure that your child is really learning the names of the shapes.



At another time, place several shapes on the floor and ask your child to choose a shape to stand on. You can turn this into a game by telling your child that in order to stand on the shape, she or he must tell you the name of the shape.

ENRICHMENT: Spread out all of the shapes on the floor or in the grass, and have your child take a "shape walk," stepping on each shape, and naming the shape as she or he steps on it.

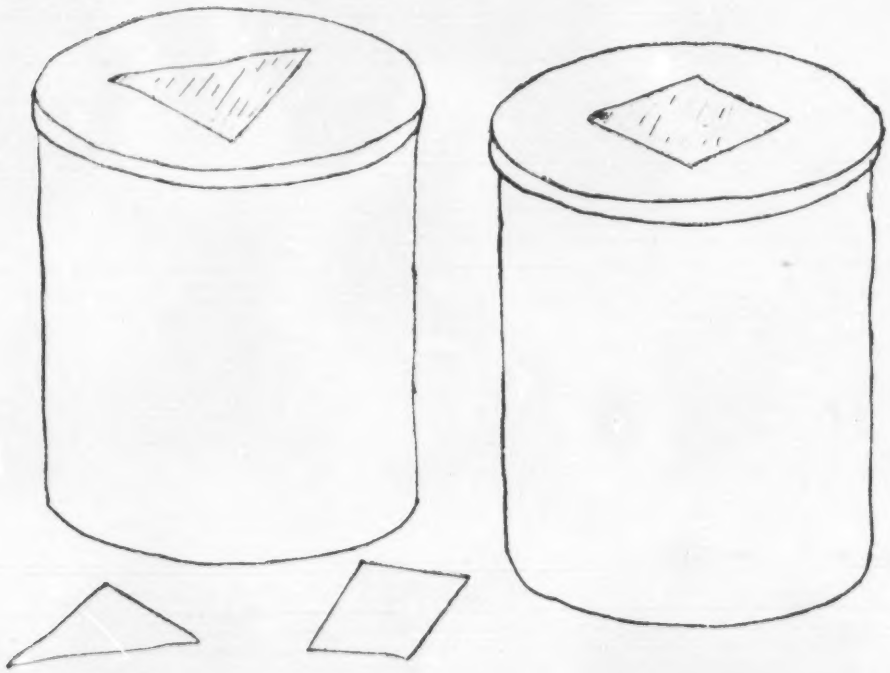
IDENTIFYING SHAPES

PURPOSE: To help the child learn to identify five (5) basic shapes.

MATERIALS: Five empty coffee cans with plastic lids, cardboard, scissors.

ACTIVITY: Which Shape in Which Can?

Trace one shape on the plastic lid of each coffee can. Cut out the shapes from the lids. Use the cut–out shape to trace around on cardboard to make five of each shape. Cut out the cardboard shapes. Replace the lids on the coffee cans. Store the shape pieces in each can.



Begin the activity with two shapes and two cans. A circle and a square are two good ones to start with. Show your child the circle shape, and show how it fits through the hole at the top of the can. Tell your child that this is a circle, and that all the circles will fit through that hole. Then show your child the square shape, and show how it fits through the hole at the top of the can. Tell your child that this is a square, and that all the squares will fit through that hole.

Place the circle and square shapes in front of your child and ask her or him to put the circles in the circle can, and the squares in the square can. Help your child to accomplish the task, and then encourage him/her to do the task independently.

Gradually increase the number of shapes, until all five shapes are included.

ENRICHMENT: This activity can be done by the child independently as a sorting game. Give the child all five cans, and an envelope with all the shaped pieces inside. Ask your child to put the right shape in the right can. After your child has finished the task, you can check her or his work.

Another idea might be to give your child a particular shape piece and ask him/her to look around the house for objects which are that shape.

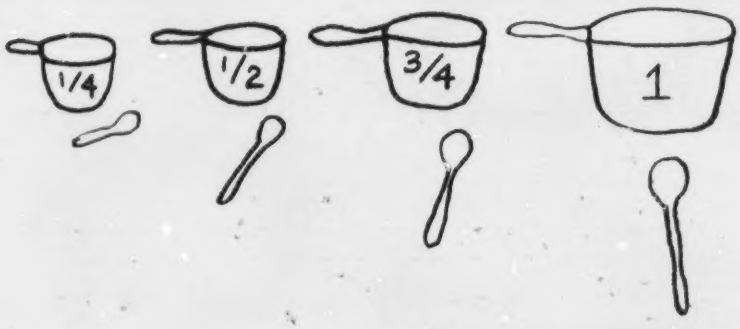
ORDERING SIZES

PURPOSE: To help the child learn to place things in order according to size.

MATERIALS: Set of measuring cups, set of measuring spoons.

ACTIVITY: Place the cups on a table in any order. Ask your child "Which cup is the largest?" "Which cup is the next largest?" Have the child arrange the cups in order from the largest cup to the smallest cup. Repeat the activity using the spoons.

At another time, have the child arrange the cups in order from largest to smallest, and arrange the spoons in order from largest to smallest. Then ask the child to put the spoons in the corresponding cups. For example, you might say, "Put the largest spoon in the largest cup."



ENRICHMENT: Use play-doh and make many balls of different sizes. Ask the child to arrange the balls in order from largest to smallest. The child may wish to make other objects out of play-doh and arrange them from largest to smallest. Encourage the child to talk about what she/he is doing, and how she or he is ordering the items based on size.

SIZES

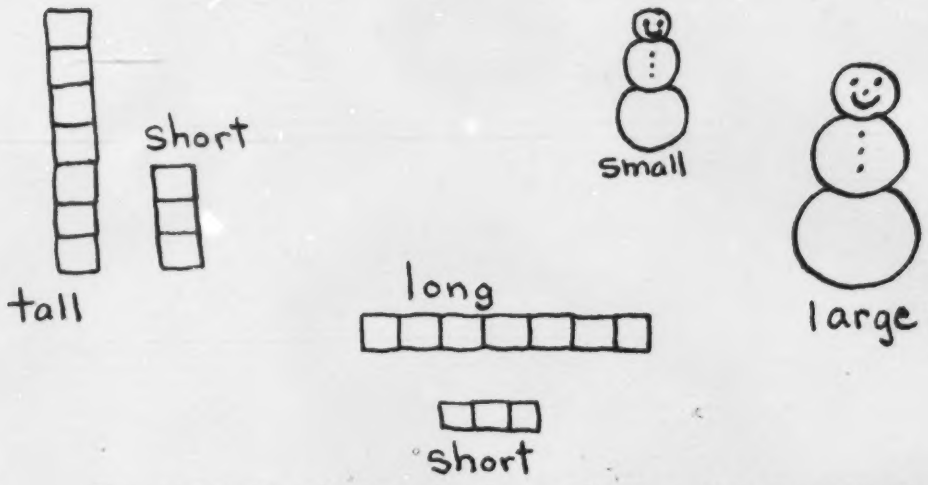
PURPOSE: To help the child learn to recognize, identify, and describe objects according to size.

MATERIALS: Blocks or spools, toys, household objects, play-doh or clay.

ACTIVITY: Large, Small, Short and Tall.

Gather together a group of the child's toys, some of which are large and some of which are small. Place two of the toys in front of the child, and say, "This ball is large, and this car is small." Continue sorting toys in this manner, asking your child to help you decide whether the toy is large or small. You can do the same activity with different objects around the house; for example, a wooden spoon and a teaspoon—"This spoon is large, and this spoon is small."

Use blocks or spools to build "short" and "tall" houses or towers. Use blocks and spools to build "trains" which are "long" and "short."



You can vary this activity by using play-doh. Give your child a "lump" of play-doh, and ask him/her to make a large ball and a small ball out of the play-doh. After your child has made the two balls, ask him/her to give you the large ball. Then ask for the small ball.

Use the same play-doh again, ask your child to make a long snake and a short snake. After the child has made the snakes, ask him/her to hand you the small snake. Then ask for the large snake.

Using the play-doh again, show your child how to make a snowman using three balls stacked on top of each other. Ask your child to make a tall snowman and a short snowman. When the child is finished, ask which snowman is tall and which snowman is short.

Look through magazines and books with your child and ask him/her to tell you about some things in the pictures that are large and small, short and tall, long and short.

ENRICHMENT: This activity can be enriched through the use of objects outdoors; "This tree is large and this tree is small"; through the use of people, "I am tall and my baby brother is short"; and, through drawing and painting pictures, "Please draw me a large ball and a small ball."

GROUPING BY SIZE AND SHAPE

PURPOSE: To help the child learn to group objects according to their size and shape.

MATERIALS: Various shaped boxes which contain foodstuffs, like cake mix, cereal, oatmeal, salt, canned foods, spices, etc., colored construction paper.

ACTIVITY: Which Go Together?

To begin the activity place all of the boxes on a table or on the floor. Then place a piece of construction paper in front of the child and have him/her place all of the boxes and cans shaped like the oatmeal box on the piece of construction paper. Continue the activity by placing another sheet of different colored construction paper in front of the child and have him/her place all of the boxes and cans shaped like the cereal box on the piece of construction paper. Use one sheet of different colored construction paper for each different shaped container.

At another time, you might ask the child to group all of the rectangular boxes that are the same size.

ENRICHMENT: This activity can be enriched by having the child group all of the cereals, mixes, spices, canned vegetables, soups, etc. together. This activity can be used in the child's own room when you ask her or him to put the toys away. For example, you might say, "Please put all your cars in this box and all your blocks in this box."

POSITION IN SPACE

PURPOSE: To help the child learn the concepts of in, out, around, over, under, front, back, beside, next to, up, down, top, bottom.

MATERIALS: A large box, big enough for the child to get in and out of; a small box and a favorite small toy.

ACTIVITY: Where Are You?

Begin the activity by placing the large box on the floor in front of the child. Ask the child to get in the box. (You may need to demonstrate.) Once the child is in the box, ask the child where he/she is. The child should tell you, "I'm in the box." Ask the child to get out of the box. When the child is out of the box, ask the child where he/she is. The child should tell you, "I'm out of the box."

Continue this activity using two or three different terms each day. Remember that you may need to demonstrate what the child is to do.

When you are using the terms "over," "top," and "bottom" you might ask the child to put her or his arms over the box; put her or his hand on the top or bottom of the box.

When you are using the terms "up" and "down" you might change the game a little and have the child play "Jack in the Box." Ask the child to get in the box, and squat down. When you say "Jack jumps up," the child should stand up in the box. When you say "Jack jumps down," the child should squat down in the box. You can also have your child tell you what "Jack" is doing by allowing the child to decide whether to jump up or squat down, and tell you what is being done.

After the child has learned to get in, out, around, over, under, in front of, at the back of, beside, and next to the box, change the activity to the small box and the small toy. To begin the activity place the box and the small toy in front of the child. Ask the child to move the toy in the way you ask. Use the same terms that you did when the child was using the large box, but now have him/her move the toy. Switch places, and you move

the toy as your child directs. Make sure your child is "checking" to see if you moved the toy correctly. Every now and then, you might move the toy in a direction other than the one your child said and see if he/she "catches" your mistake.

ENRICHMENT: This activity can be enriched through all kinds of everyday experiences. When you read books to your child, ask her or him to tell you what's at the top of the page, and what's at the bottom. When you're at the store, talk with your child about going in the door marked "IN" and going out the door marked "OUT."

The concepts of position in space are important for learning. See if you can't discover new ways to help your child really learn these concepts!

SAME AND DIFFERENT

PURPOSE: To help the child learn to group objects according to those which are the same, and those which are different.

MATERIALS: Any and all of the materials used in other activities.

ACTIVITY: The concept of "same" and "different" is a difficult one for a child to learn. Therefore, it is a good idea to use the terms and the ideas of "same" and "different" as much as possible.

One type of activity might use colored blocks. You could ask your child to put all of the red blocks together, and tell your child that all the red blocks are the same. Then point to the group of blocks that are not red, and tell your child that these blocks are not the same color as the red blocks; they are different. You can use this same activity with cut–out shapes, canned goods, boxed foodstuff, clothing, toys, almost anything!

Another activity might use three circles and one triangle. Place the four shapes in front of the child and ask which shapes are the same, and which one is different.

An even more difficult activity would involve drawing three shapes on a piece of paper, which are the same, and one shape which is different. Ask your child to point to the shape that is different. Then ask your child to point to the shapes that are the same.

You might play the game "Same and Different" by using two cut–out shape pieces; for example a circle and a triangle. Place the pieces on the table and ask the child to tell you if the two shapes are the same or different. Continue this activity using as many combinations of same and different shapes as you can.

ENRICHMENT: This activity can be enriched through everyday experiences. When you and your child are putting the laundry away, ask if the two shirts are the same or different. Matching socks is another good enrichment activity. Encourage your child to tell you whether the two socks are the same or different.

WEIGHT

PURPOSE: To help the child identify, group and name objects which are heavy and light.

MATERIALS: Household objects, toys, canned goods and foodstuff.

ACTIVITY: Which is Heavy? Which is Light?

Gather a group of objects which are heavy and a group of objects which are light. Give the child the heavy object in one hand, and say "This pan is heavy." Give the child the light object in his/her other hand and say, "This cup is light." Continue this activity with other objects, and help the child to place all the heavy objects in one place and all the

light objects in another. Repeat the activity, and ask the child to give you the heavy object and the light object.

At another time, gather a group of items, some of which are heavy and some of which are light. Place the entire group of objects in front of the child and tell the child that you are going to play a sorting game. Tell the child that you want him/her to put all the heavy items in a certain place and all of the light items in another place. Encourage the child to tell you the name of the item and which pile he/she is putting it in. For example, "This box of cereal is light," "This box of soap is heavy."

ENRICHMENT: Look through magazines and books with your child. Ask your child to tell you about some of the items in the pictures that are heavy and light.

COUNTING AND GROUPING BY NUMBER

PURPOSE: To help the child learn to count to six (6) and to become aware of the numerals one through six (1-6).

MATERIALS: Egg carton, dry macaroni, felt marking pens of different colors.

ACTIVITY: How Many?

To begin, prepare the egg carton and the macaroni while the child is at the table with you. Using the divided sections of the egg carton, write the numerals 1 to 6 on the inside of each section. Use a different color marker for each section. Color the macaroni with the same colors used for the numerals. For example, if the circle around number 1 is red, color 1 macaroni red. If the number 2 has a blue circle, color 2 macaroni blue, etc.

As you write the numeral say, "This is the number 2, and I'll color two pieces of macaroni blue." Then ask the child to put the pieces of colored macaroni into the proper section. Encourage your child to count out loud as he/she places each piece of macaroni in the correct section.

Each time you do this activity, begin by pointing to each section of the egg carton while you and your child count from 1 to 6.

At another time place the macaroni on the table and ask the child to sort the macaroni into the right color group. Then say to the child, "Let's count the number of pieces of macaroni in this group. (Count them out loud.) How many did we have? Where is that part of the egg carton that says '4'?" Continue the activity this way until all groups of macaroni have been placed in the correct section of the egg carton.

ENRICHMENT: This activity can be enriched and extended by increasing the numerals to 10. Repeat the activity used above, using another egg carton with sections numbered 1-10. Counting a grouping by number is important for learning. The more experience the child has with counting, and placing objects in groups based on a number, the more ready the child will be for other math activities.

DUPLICATING PATTERNS

PURPOSE: To help the child learn to duplicate patterns using color, size and shape.

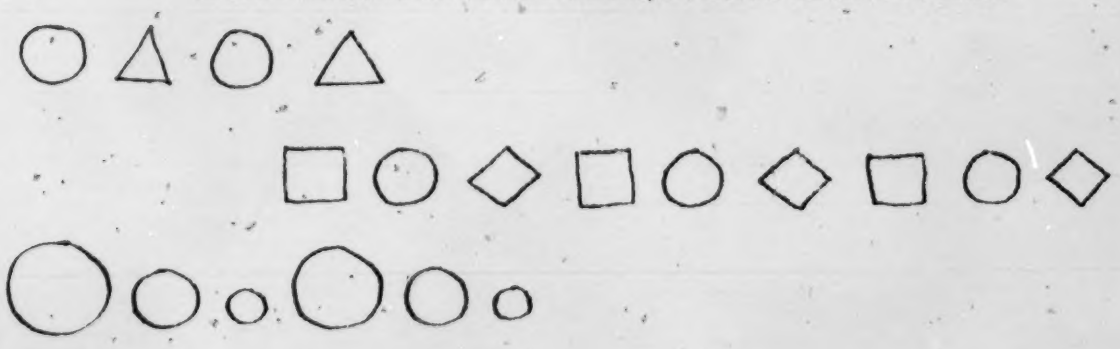
MATERIALS: Construction paper, scissors.

ACTIVITY: Copy My Pattern.

Cut two small, two medium and two large circles, squares, triangles, rectangles, and diamonds from red, blue, yellow, green and orange construction paper.

To begin the activity, place a large red and blue circle in front of the child. Tell the child that you have made a pattern with the red and blue circles. Ask your child to use the second red and blue circles and make a pattern just like yours. Repeat this activity with two other colors and shapes.

Gradually increase the number of shapes and colors you use in your patterns. You might choose to make a pattern using all red shapes; for example, a large circle, a large square, and a large triangle. Or, you might choose to mix the sizes of a shape; for example, a large circle, a medium circle and a small circle. Whatever pattern you choose to make, remember to tell your child what pieces you are putting in your pattern. This will help her or him to remember the names of the shapes, and the names of the colors.



This activity should be repeated often, increasing the difficulty of the patterns. The child may enjoy changing roles with you and making the pattern independently and telling you what the pattern is; then you copy it.

ENRICHMENT: This activity can be done with almost any material or group of objects. For example, silverware can be used for patterns; spoon, fork, spoon, fork; or colored blocks may be used. If you have some large wooden beads and a shoestring, the beads are excellent for stringing patterns (if the child repeats the pattern often enough, a necklace can be made from the beads).

RECOGNIZING NAME

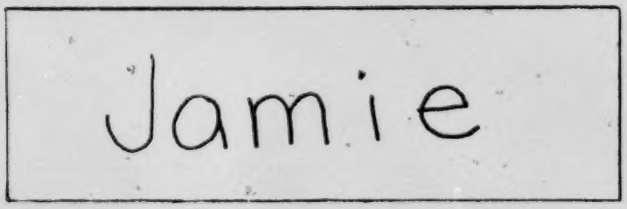
PURPOSE: To help the child learn to recognize her/his own name in print.

MATERIALS: Cardboard, black marker, liquid glue.

ACTIVITY: That's My Name!

Print your child's first name on two pieces of cardboard with the black marker. Use a capital letter at the beginning of the name, and lower case letters for the remainder of the name. Use the liquid glue on one name card, tracing with the glue over the letters. Let the glue dry so that it forms a raised surface over which your child can move his/her finger to feel the "shape" of the name.

To begin the activity, show your child the card with her/his name printed on it. Ask your child what the word says. Tell your child that the word says her/his name. For example, you might say, "This word says Jamie. That's your name." Show your child where her/his name begins (the first letter) so you are sure she/he is reading the name from left to right.



Give your child the piece of cardboard with his/her name printed on it, and traced with glue. Ask your child to start with the first letter and trace each letter of the name. Tell your child the name of each letter in his/her name as it is traced.

At another time, print your child's name on several pieces of paper and place them around the house. Ask your child to look around the house for all the pieces of paper that have his/her name on them. Once your child recognizes his/her name, make the game a little more difficult by using your name on several sheets of paper, and his/her name on others. Place these around the house, and ask the child to find only those papers with his/her name on them.

ENRICHMENT: This activity can be extended to include last name, or last initial. You can help your child learn to spell the name aloud. You might write your child's name on the inside of a jacket, coat, boots, sweater, and ask your child to find the coat with his/her name inside it. (This is a good activity to practice before your child goes to school.)

LANGUAGE DEVELOPMENT ACTIVITIES

These suggested language activities were developed primarily to accelerate the preschool child's development of basic language skills. Both speaking and listening skills are a part of language development.

Encouraging the child to talk about experiences within and outside of the home helps the child to feel that what he/she says is important. Parents should remember to listen to what their child is saying so that they may respond appropriately and possibly expand their child's vocabulary through the use of new words, or combination of words.

Listening and following directions are important skills for the child to develop. Directions should be simple at first; for example, "Close the door, please" . . ., with more difficult directions as the child's skill increases: "Close the door and hang up your coat, please," or "Close the door, hang up your coat, and wash your hands for supper, please."

The most important thing to remember is to *talk to* and *listen to* your child!

FOLLOWING DIRECTIONS

PURPOSE: To help the child learn to listen and follow directions.

MATERIALS: A towel.

ACTIVITY: Listen and Do

Have the child sit on an opened towel placed in the middle of the room. Explain to the child that you are going to ask her/him to do something, and after it is done, the child is to come back and sit down on the towel. Having the towel to sit on will give the child a specific beginning and ending place in the room.

Give a simple direction, such as, "Walk around the green chair." The child should follow your directions and then come back and sit down on the towel. Repeat this activity several times using simple directions. For example you might say, "Step over the magazine," or "Go knock on the door."

The directions can become more difficult once the child has had success with the simple directions. For example, you might say, "Walk to the green chair, and touch the chair," or "Go to the door, and open it."

ENRICHMENT: This activity can be enriched through daily activities. For example, you might say, "Go to the door, open it, and see who's there," or "Hang up your jacket, wash your hands, and come to supper."

Listening and following directions are important skills for learning. The more you encourage your child to be a "good listener," the more successful learning will become.

EXTENDING VOCABULARY

PURPOSE: To help extend the child's vocabulary.

MATERIALS: Household items, toys, clothing, books.

ACTIVITY: This Is A . . .

To begin this activity gather together some items which are familiar to your child. For example, one item might be a cookie. Ask your child, "What is this?" Your child should respond, "This is a cookie." Then say to your child, "Yes, this is a cookie. A cookie is to _____." Your child should respond "eat." If your child has difficulty coming up with the missing word, supply it and then ask the question again. Continue the activity with some of these suggested items:

A car is to .....

A broom is to .....

A ball is to .....

A shirt is to .....

ENRICHMENT: This activity can be enriched through everyday conversations, and talking with your child. Encourage the use of new words.

NAMING COMMON OBJECTS

PURPOSE: To help the child learn the names of common objects.

MATERIALS: Cards with simple drawings, in pairs of common objects. The drawings should be two different versions of the same objects. For example, "chair" may be a rocker and a straight-backed chair.

ACTIVITY: Picture Rummy

This activity may be difficult for children under the age of four.

Play a simple rummy game by dealing four cards to the child, yourself, and one other player. Have your child ask a specific person for a picture card which matches one of his/her cards. If the person doesn't have the picture, the child takes one from the top of the pile of extra cards. Then, the next person asks for a card. Match the cards up in pairs. The one with the most pairs is the winner. Remember that the younger child should play the game using only a few cards, while older children can play the game with many cards.

ENRICHMENT: This activity can be used independently by the child after the game is learned. Sort the picture cards into two groups so that the pairs of pictures are evenly divided. Have the child lay out all of one group of cards, and then find the ones that match in the other group of cards. When your child finishes the activity, you can check the work.

DEMONSTRATING WORD MEANINGS

PURPOSE: To help the child learn to demonstrate word meanings through actions.

MATERIALS: You and the child.

ACTIVITY: Show Me.

To begin this activity tell the child that you are going to play a game where you will ask the child to show you how to do something. Explain to your child that it is necessary to pretend that he/she has the named item in his/her hands while demonstrating the word meaning for you.

Say to the child, "Show me eating." You may need to demonstrate to the child how you wish her or him to respond by acting out "eating." Continue the activity using the following:

Show me sweeping.

Show me throwing.

Show me driving.

Show me drinking.

Show me drawing (writing).

Show me reading.

Show me walking.

Show me sitting.

Show me reaching.

Show me washing.

Continue this activity using other words for the child to demonstrate. You might ask the child if there are any "words" which she or he would like to "show you."

ENRICHMENT: This is an on-going activity, which may be continued through everyday conversations between you and your child. When new words are encountered by your child, you might ask your child to "show you" what the word means to him/her through this "acting out" activity.

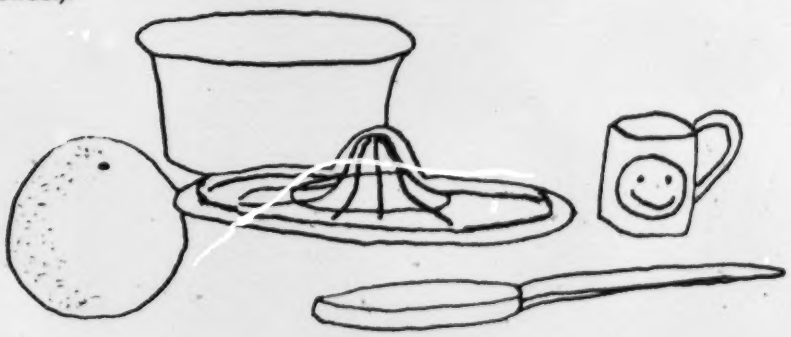
DESCRIBING OBJECTS

PURPOSE: To help the child learn to use descriptive words to tell about a familiar object.

MATERIALS: A small orange juicer with sieve around the edge, an orange, a knife, a heavy mug or cup.

ACTIVITY: What's Cooking?

To begin the activity have your child describe the orange. For example, you might ask, "What color is the orange?" "How does the orange feel in your hands?" "What shape is the orange?" Cut the orange, describing each action and encouraging your child to repeat your sentences. Place the juicer on the cup and show how to twist her/his wrist, pressing the orange half down on the juicer. Supply the child with any new words that may be needed, in order to describe what's happening (seeds, juice, pulp, skin, strain, sweet).



ENRICHMENT: Many simple cooking activities can be excellent opportunities for parents to use in the development of their child's language skills. These activities can be a more enjoyable experience if they are done at a quiet time of day, not necessarily when you are cooking the family meal.

DEVELOPING GOOD LISTENING

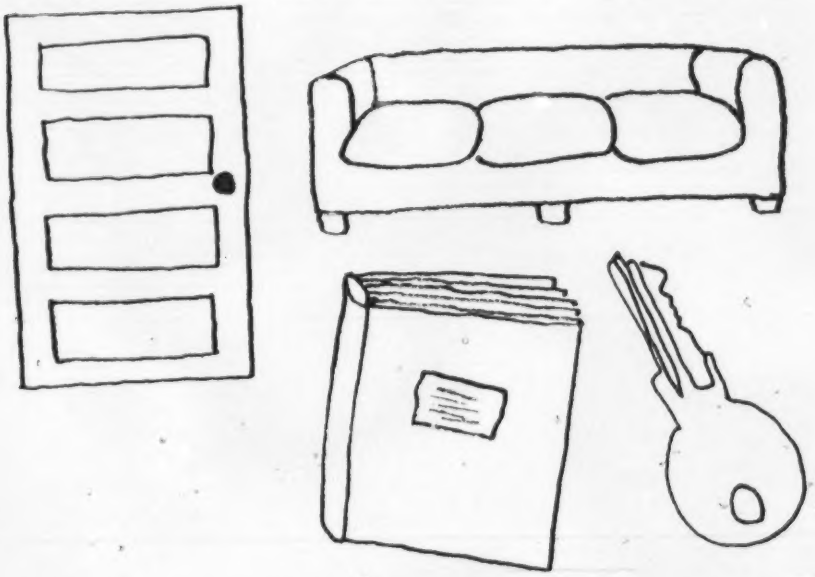
PURPOSE: To help the child learn to listen carefully and understand what is heard.

MATERIALS: Items usually found in the home.

ACTIVITY: Please Bring Me . . .

To begin this activity place a number of common household items around the room. Explain to your child that you are going to play a game where you will ask him/her to bring you something that is in the room. Remind the child to listen carefully to what you say, and to wait until you finish speaking before moving to get the item. Tell the child that everything you ask to be brought to you is in the room, and that sometimes you might ask for something "silly," which it is impossible for the child to bring to you.

To start with you might ask the child, "Please bring me the magazine," or "Please bring me the key." The child should walk and get the item and bring it to you. Mix the items somewhat, and ask the child, "Please bring me the ceiling," or "Please bring me the door." Watch for your child's reactions to these "silly" requests. You might wish to take time out of the game to discuss with your child why some of the things you ask for are "silly."



At another time, it might be fun for you and your child to exchange roles. Have the child ask you to bring him/her something that is in the room. Encourage the use of the word "Please" at the beginning of the sentence.

ENRICHMENT: This activity can be enriched through daily experiences. You might give your child some responsibility for common items in the home. For example, you might ask the child to "Please bring me the newspaper," or, "Please bring me a bowl."

SPEAKING IN COMPLETE SENTENCES

PURPOSE: To help the child learn to speak in complete sentences.

MATERIALS: None.

ACTIVITY: I See A . . .

Sit with your child in an interesting place such as the garden, the front or back yard, a park or a playground. You say, "I see a yellow flower." When your child sees it, she or he should say "I see a yellow flower." Then let your child pick out something and be the first to say "I see a red ball," and then you repeat what the child has said.

This activity can be done indoors as well as outdoors; it can be done while driving in the car, or in the grocery store. It's a simple activity, but an important one.

ENRICHMENT: This activity can be enriched by looking at things from a different perspective, such as lying down in the grass and looking for objects.

RHYMING WORDS

PURPOSE: To help the child learn to identify words that rhyme.

MATERIALS: You and the child.

ACTIVITY: Which Words Rhyme

Begin this activity by using the nursery rhyme "Jack be Nimble." Ask your child to listen carefully for words that sound the same. Say the nursery rhyme for your child:

Jack be nimble,
Jack be quick,
Jack jump over
the candlestick.

Ask your child what other word you said that sounds like "quick." Your child should tell you that candlestick" sounds like "quick." Tell your child that "quick" and "stick" do sound the same because those two words rhyme. Ask your child if "kick" sounds like "quick and stick." Once again, tell your child that "quick, stick, and kick" are words that rhyme . . . they sound the same at the end. Now ask your child if "ball" rhymes with "quick, stick and kick." The child should tell you no. Tell your child that "ball" does not rhyme with "stick, kick, and quick" . . . "Ball" does not sound the same as "quick, or kick, or stick."

Continue the rhyming activity by saying two words to your child and asking if they rhyme. You might use the following list.

RHYME	DOESN'T RHYME
cat, bat	cat, pie
sock, lock	sock, run
clock, block	clock, table
rat, hat	rat, pig
bake, cake	bake, sun
book, look	book, go
snake, rake	snake, pan
sun, run	sun, fish
hen, men	hen, hat
fell, well	fell, tie
fish, wish	fish, bird

Mix the pairs of words you say to your child so that there are several pairs of rhyming words, and then a pair of words that do not rhyme.

ENRICHMENT: While reading stories to your child you may find rhyming words. Encourage your child to tell you when she or he hears two words that rhyme. Dr. Seuss stories are a good source of rhyme.

ASKING AND ANSWERING QUESTIONS

PURPOSE: To help the child learn to ask and answer "wh" questions: who, what, where and why.

MATERIALS: None. Use the activity you are engaged in at the time.

ACTIVITY: Who, What, Where and Why???

As you are doing a daily task, ask your child "what" you are doing, "who" is doing it, "why" you are doing it, and "where" you are doing it. For example, if you are washing the dishes, ask your child, "What am I doing?" Wait for the child to tell you, then ask "Who is washing the dishes?" "Why am I washing the dishes?" "What would happen if I didn't

wash the dishes?" Give your child plenty of time to respond to your questions, and listen to the response.

Another example might be, when your child is getting dressed, ask, "What are you putting on?" "Who is putting on your socks?" "Why are you putting on your socks?" "What would happen if you only put on one sock?"

Once your child gets the idea of asking questions, you might have the child ask you the questions about what you are doing, who is doing it, why you are doing it, and what would happen if you did or didn't do it.

ENRICHMENT: This activity can be enriched through everyday activities and just talking with your child. Encourage your child to ask questions, and to answer questions. That's what learning is all about!

USING PLURAL FORMS

PURPOSE: To help the child learn to use the plural form of words when describing more than one object.

MATERIALS: Household objects, toys, magazine.

ACTIVITY: To begin this activity, gather together several groups of objects such as spoons, cups, books, toy cars, blocks, etc. Show the child one item from the group. For example, show the child one spoon and say, "Here is a spoon." Then place the rest of the spoons in front of the child and say, "Here are some _____." Encourage your child to finish the sentence using the word "spoons." If help is needed, provide the word, and then repeat the sentence, having your child complete it using the word "spoons." Continue this activity using other objects. For example, place one cup in front of the child and say, "Here is a cup." Then place the rest of the cups in front of the child and say, "Here are some _____." Allow the child to finish the sentence using the word "cups."

After your child has become familiar with the game, you can change the materials, and ask your child to find groups of objects which she or he can tell you about. You may wish, from time to time, to switch roles with your child, allowing her or him to begin the sentence, and then you finish it.

ENRICHMENT: This activity can be enriched through daily conversations and activities. For example, you might ask your child to bring you a towel, and then to bring you some towels. At a later date you might wish to mix the items. For example, while setting the table, you might ask your child to bring you a fork and some spoons.

RECALLING DETAILS

PURPOSE: To help the child learn to attend to and remember details about an object or an event which he/she has seen.

MATERIALS: Household objects, toys, magazines and blocks.

ACTIVITY: Begin this activity using household objects and toys. Give your child a familiar object or toy, and ask the child to look at and feel the object. Take the object from your child and hide it behind your back. Wait about five seconds, and then ask your child to tell you about the object. You want your child to tell you more than just the name of the object. Encourage your child to tell you what color or colors were on the object, the shape of the object, how the object feels when you touch it, and any other descriptive details about the particular object. Repeat this activity using different objects.

Once your child can describe one object after he/she has seen it and you have then hidden it, you can go to the following activity:

Begin this activity by placing three objects on the table in front of your child. Ask your child to look at the three objects. Then ask your child to cover his/her eyes while you take one object away. Ask your child to uncover his/her eyes, look at the two remaining objects, and tell you which object is missing. Once again, you want your child to tell you more about the object than just the name. Continue this activity using other groups of objects.

Once your child can successfully remember and describe the missing object, you may wish to move on to this activity:

Begin this activity by sitting down with your child to look through magazines and books. As you and your child are looking at pictures, ask your child to describe some of the objects in the picture and some of the action in the picture. As you look at more pictures, ask your child to describe the pictures in terms of more detail. Encourage your child to look at all the things in the picture and describe as many things as possible.

ENRICHMENT: This is an ongoing activity which can be continued and enriched through everyday experiences and conversations. It is important to remember that the younger child needs to be given "real" objects to look at and then describe. As your child gets older, the use of pictures in books and magazines is appropriate.

RECALLING AND RETELLING EXPERIENCES

PURPOSE: To help the child learn to recall and retell a personal experience.

MATERIALS: Many pieces of 8½" × 11" unlined paper.

ACTIVITY: Tell Me a Story

Begin this activity after the child has encountered an exciting new experience. Ask your child to tell you what happened, while you write down what is said. Tell your child that he/she can draw the pictures to help tell the story after you finish. Encourage your child to recall and retell the story just as he/she remembers it. When your child has finished telling you the story, read the story back and ask if there's anything else that should be in the story. After your child has finished the story, help illustrate the story, or have your child draw the pictures independently.

Repeat this activity at least once each week. Save all the stories your child writes. Your child will enjoy hearing you re-read the stories later. The stories will probably become longer as the child gets older. This activity may continue for several years.

ENRICHMENT: This activity can be enriched by sharing the stories with other members of the family. This will encourage the child to be proud of the stories and help him/her know that the ideas and experiences are important.

LISTENING AND FOLLOWING UNRELATED DIRECTIONS

PURPOSE: To help the child learn to listen and to follow a series of three unrelated directions.

MATERIALS: Items usually found within the home.

ACTIVITY: To begin this activity, give the child a specific place in the room where you want him/her to sit while you play this game. Explain to the child that you are going to ask him/her to do some things, and each time he/she finishes doing what you have asked, to come back and sit down in the specified place. Remind your child to listen carefully to what you say, and to wait until you are finished speaking before moving to carry out your directions.

The following is a list of unrelated directions which you may use for this activity:

1. Stand up, then clap your hands.
2. Pick up the book ,then put it on the floor.
3. Pick up the pencil, then put it next to the door.
4. Stand up, walk to the door, then walk to the green chair.
5. Stand up, clap your hands three times, then walk to me.
6. Put the truck under the chair, walk around the chair, then pick up the truck.

The directions get more difficult as they change from two things to do, to three things to do. You may wish to include other directions in the list, making sure your child can follow the two-part directions before you move to three-part directions.

ENRICHMENT: This activity can be enriched through the use of outdoor activities. For example, you might ask your child to pick up the empty bag, run to the other end of the yard, then jump back to you!

THE CALENDAR

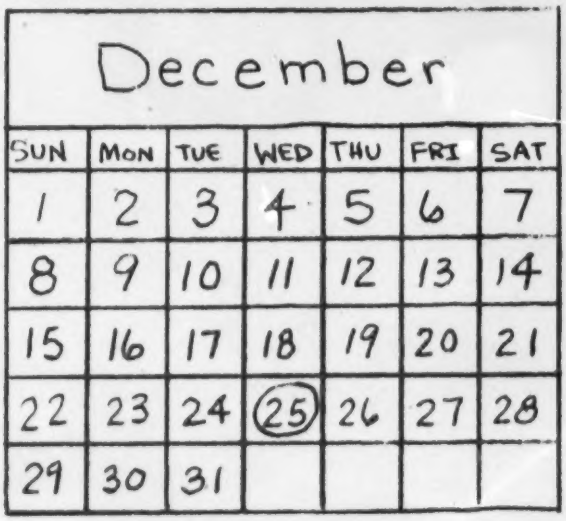
PURPOSE: To help the child learn the names of the days of the week and to become aware of the passage of time.

MATERIALS: Calendar with large numbers, red and black felt markers.

ACTIVITY: What Day is it? What Happens Today?

To begin this activity show your child the calendar. Point to and say the name of the month. Tell your child that the name of the month will stay the same until all the days have "happened," then we will get a new month. Show your child the names of the days of the week, naming them in order beginning at the left edge of the calendar. Point to the name of each day as you say it. Show your child the numbers on the calendar, and explain that each number stands for one day in each week.

Use the red marker to circle important dates in the month such as birthdays, holidays, and other special events. As you are circling the important dates explain to your child what will happen on those dates.



Show the child the black marker and explain that after supper each evening you and the child will talk about what happened during the day, and then make an "X" on the number for that day, because the day is almost finished.

Hang the calendar in a place where it can be seen by the child several times during each day. The kitchen might be one place for the calendar to hang.

Each morning point to the date on the calendar and see if your child can figure out what the date is by counting the "X's" from the previous dates, or by recognizing the number on the calendar. Once you and your child have determined the date, then ask your child what day of the week it is. Review the days of the week in order, stopping when you come to the current date. You might also encourage your child to recognize that the days follow in order, so if yesterday was "Tuesday" then today is "Wednesday."

ENRICHMENT: This activity is an ongoing activity which may continue over a period of years. Knowledge of the days of the week and the passage of time is not easy for a young child to understand. Repeated use of the calendar, and mentioning the name of the day and the date in conversations will give your child additional practice in this area.

MOTOR SKILL DEVELOPMENT ACTIVITIES

Development of motor skill and coordination is important for the young child's overall growth and development for learning. The activities included in this section center around the development of important small and large muscles, general coordination, and body balance.

The young child needs to learn to use and control different large and small muscles. The intent of the activities is to assist parents in encouraging the development of these skills in their child. For example, the child may enjoy pinching clothespins around a box edge, making soap flake pictures, or jumping on "stones" to "cross the river," all of which assist in motor skill development.

It is important to remember that every child develops motor skills and coordination at a different rate. The activities used should be challenging for the child, but *not* frustrating.

DRAWING BASIC SHAPES

PURPOSE: To help the child develop eye-hand coordination and paper-pencil skills.

MATERIALS: Round, square, and rectangular cake pans, cookie cutters, large sheets of paper, felt marking pens or large–size crayons.

ACTIVITY: Begin this activity by working with the child on a firm surface such as the kitchen table or floor. Have the child trace around the edges of cake pans (turned upside down) and cookie cutters to form basic designs. Independent work on copying simple shapes can be done after the child can successfully trace around objects.

At another time, add new shapes to the tracing activity. New shapes or designs may be cut from heavy cardboard to serve as the pattern for the child. Repeated drawings of shapes may be used to form patterns or chains of shapes. The child can practice copying +, ×, □, ▭ and Δ shapes as an independent activity.

ENRICHMENT: This activity can be enriched through repeated drawing of squares, rectangles, and triangles. Tracing the outlines of letters and the child's first name can also be used after the child can successfully draw the basic shapes.

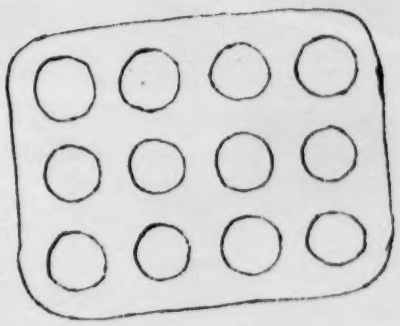
DEVELOPING SMALL MUSCLE COORDINATION

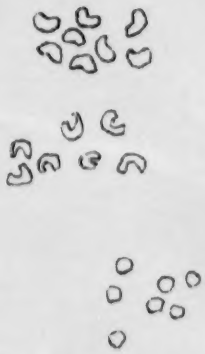
PURPOSE: To help the child develop small motor control and strength.

MATERIALS: Muffin pan, assorted small items such as beans, macaroni, pennies, buttons, etc.

ACTIVITY: To begin this activity give the child a muffin pan and two types of items such as pennies and beans. Have the child sort the items by placing them in separate cups. The child should use thumb and forefinger to pick up the objects.

Other items can be added as the child demonstrates success with the two items.





ENRICHMENT: As the child becomes more skilled in working with the objects, the level of difficulty can be increased by using containers with smaller openings such as empty soft drink bottles.

TRACING PATTERNS

PURPOSE: To help the child develop eye-hand coordination and improve visual discrimination skills.

MATERIALS: Different colored yarn (12 to 18 inches long), light cardboard, household glue, straight pins.

ACTIVITY: Cut six-inch squares of cardboard. Glue a piece of yarn to the cardboard to form one of the basic shapes (for example: circle). Repeat the activity to complete the other basic shapes. Have the child practice the basic shapes by finger tracing the glued yarn designs. This activity may be varied by pinning the yarn to the cardboard, allowing the shape to be changed while the child observes.

ENRICHMENT: As the child becomes more skilled at finger tracing, the designs may be varied to form kites, flowers, half circles, etc. If designs are glued, the child may later color in the areas to complete the flower or other figures.

TRACING PATTERNS

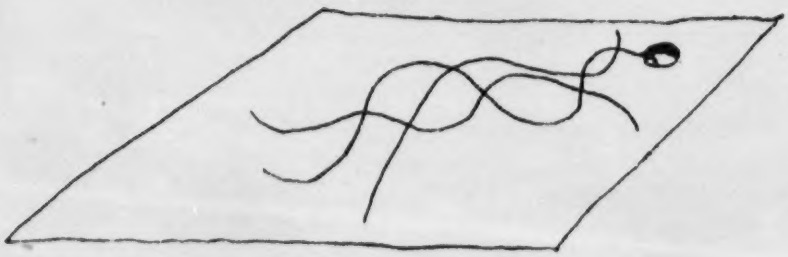
PURPOSE: To help the child's development in visual discrimination and basic problem solving.

MATERIALS: Cardboard (12 × 12 inches), different colored pieces of yarn (16-18 inches long).

ACTIVITY: Lay three pieces of different colored yarn in an overlapping fashion on the table or floor.

Have the child trace one of the colored pieces of yarn with his/her finger. He/she should trace from one end of the yarn to the other without stopping or going onto another piece of yarn.

Play "rabbit in-the-hole" by cutting a one-half inch hole in the cardboard square. Arrange three pieces of overlapping yarn on the surface with one piece of yarn going into the hole. Have the child trace the yarn to get the rabbit safely in it's hole (may use small toy animal or finger).



ENRICHMENT: This activity may be enriched by adding additional holes or pieces of yarn.

SMALL MUSCLE DEVELOPMENT COORDINATION

PURPOSE: To help the child develop small muscle control and eye-hand coordination.

MATERIALS: Hair clips, paper, small box, string, spring clothes pins.

ACTIVITY: Have the child open the hair clips by pinching the end. She or he can hook the clips together to form designs, clip around the edges of a piece of paper or open edge of a box.

As the child's strength increases, repeat the above activities with spring type clothes pins. The string may be used to make a clothes line on which the child can hang clothes or other objects.

ENRICHMENT: The clipping of pins to form designs or to place on objects may be varied. On occasion, the child should be encouraged to attempt the task with her/his less preferred hand.

DEVELOPING EYE-HAND COORDINATION

PURPOSE: To help the child develop eye-hand coordination.

MATERIALS: Bean bag (easily made by sewing dry beans in square cloth patches), cardboard box, masking tape.

ACTIVITY: To begin this activity have the child play with the bean bag until he/she feels comfortable tossing it up to catch. Place masking tape lines three to four feet apart and, with toes on the line, play pitch and catch with the child (underhanded). Soft, looping pitches should be thrown to the child.

To have the child play alone, cut a ten-inch hole in the side of the cardboard box and place it approximately four feet away from the child. The child should practice underhand tossing of the bean bag to "score" by hitting the hole. Designs or faces may be used on the box to make it more attractive.

ENRICHMENT: As the child becomes more skilled in the activity, difficulty may be increased by reducing the size of the hole or moving the tape marker further away from the box.

DEVELOPING EYE-HAND COORDINATION

PURPOSE: To help the child learn to draw lines or shapes without tracing.

MATERIALS: Chalk, chalkboard; or large size paper and crayons or felt pens.

ACTIVITY: Using either the chalkboard or paper, draw two large dots on the surface. Have the child put chalk or crayon on one dot and draw a line to the other dot without lifting the chalk or crayon.

As the child becomes skilled in the line drawings, additional dots may be added to form other designs (i.e., square, triangle).

ENRICHMENT: This activity may be enriched by adding dots to continue the line or by placing more than one color of dots on the page and having the child connect only the same colored dots.

DEVELOPING EYE-HAND COORDINATION

PURPOSE: To help the child develop eye-hand coordination with paper-pencil items.

MATERIALS: Unlined paper, kindergarten pencil or crayons, ruler.

ACTIVITY: Draw two straight parallel lines one inch apart on a sheet of blank paper. Place drawings at each end of the lines. (boy-home, dog-house, etc.)

Ask your child to take the little boy or girl down the road to his/her home. The child should draw a continuous line without raising the crayon from the paper or going "off the road" by crossing the two parallel lines.

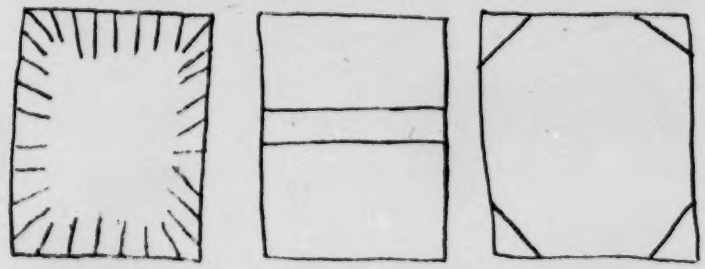
ENRICHMENT: This activity can be enriched by drawing curved roads, sharp angles in the road, or dead-end roads that branch off of the main road.

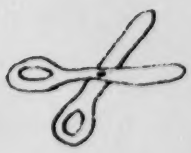
DEVELOPING FINE MOTOR AND VISUAL MOTOR SKILLS

PURPOSE: To give the child practice with fine motor and visual motor skills.

MATERIALS: Blunt child-sized scissors, construction or regular unlined paper.

ACTIVITY: The child needs to learn to hold the scissors correctly. Shake hands with him/her to get the correct feel for positioning the child's hand to hold the scissors. Give the child thin strips of paper which can be cut with one snip (then increase to two). After the child becomes more skilled with cutting the strips, have the child cut fringes around a full sheet of paper and proceed to activities like cutting off the corners, or cutting between the lines.





ENRICHMENT: As the child's skill develops, cutting curved lines and reducing the size of the lines to cut between may be used.

DEVELOPING TACTILE AWARENESS

PURPOSE: To developthe child'sabilityto recognizethe use of touchin identifyingobjects.

MATERIALS: Paper sack or box, small kitchen or household objects or toys with no sharp edges or points.

ACTIVITY: Place several items in the paper sack (if box is used, cut a hole the child can reach through) and have the child reach in and identify objects by feeling only. The child should name the object and then withdraw it from the bag to confirm his/her choice. If he/she fails, the item goes back in the sack for re-drawing. The game is over when the child has correctly identified all of the objects.

ENRICHMENT: As the child becomes familiar with the game continue to introduce new items. Start having the child describe the object before it is drawn from the sack. "Is it hard or soft?" "Is it smooth or rough?"

LEARNING LEFT-TO-RIGHT PROGRESSION

PURPOSE: To provide the child with experiences in visual tracking for left-right progression.

MATERIALS: Ball, small pull toys, cans, newspapers, magazines, glue, paper.

ACTIVITY: Have the child sit upright at a table. Slowly move a ball or pull toy across the child's line of vision. Tell the child to hold his/her head straight forward and only follow the object with his/her eyes. The activity can be varied by using a different object as the moving figure.

ENRICHMENT: This activity can be enriched by learning left-right progression for page-sized material. Cut pictures from magazines or books and glue them to a page so they tell a story. Certain three and four framed cartoons from daily newspapers may be used to "tell a story." The child can keep the stories by attaching them to form a book of stories.

DEVELOPING MUSCLE COORDINATION

PURPOSE: To help the child develop coordination in arm and hand muscles.

MATERIALS: Egg beater, mild soap flakes or grated bar soap, water, bowl, dark construction paper.

ACTIVITY: Begin this activity by placing soap flakes in a bowl. Add a small amount of water and have the child beat the mixture with the egg beater. The child's movements may be jerky and uncertain at first. Add more water, if necessary, so that the child can whip up a frothy bowl full. The mixture may be used to make snow pictures on the construction paper. Soapy "ice cream cones" can be made by forming a round cone with 6" × 6" pieces of construction paper and having the child fill them with the frothy bubbles.

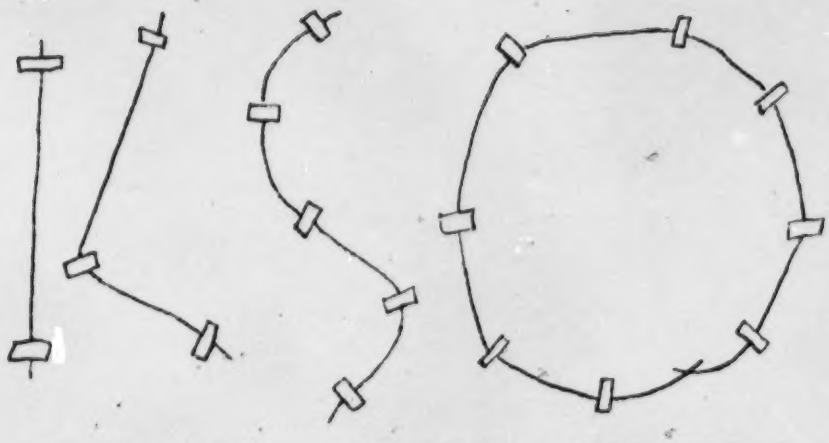
ENRICHMENT: For similar activities, the child may be permitted to beat puddings, eggs, or whipped cream.

DEVELOPING BODY BALANCE

PURPOSE: To promote body balance and big motor coordination.

MATERIALS: Long pieces of string or cord, masking tape.

ACTIVITY: Tape one end of the string to the floor laying it down in a straight line approximately 6 to 8 feet long. Tape down the other end of the string and have the child walk on the line without stepping off. (For younger children, two string lines to form a 6–inch path may be used.) When the child can do this easily, lay the string in the shape of an "L" so that the child must turn the corner.



Other designs such as a curved line or circle may be used.

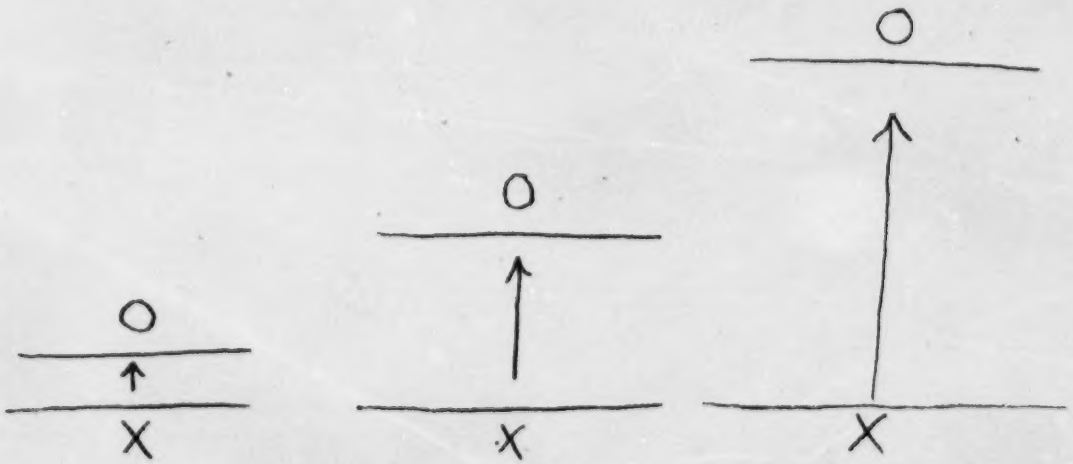
ENRICHMENT: This activity may be done with washable chalk on sidewalks, patios, or unfinished basement floors. With chalk or string, the lines may be made longer and the patterns changed to provide varied and increasingly difficult activities.

DEVELOPING BODY BALANCE

PURPOSE: To help the child develop balance and judgements relative to distances. To give the child practice in jumping skills.

MATERIALS: Two pieces of brightly colored yarn or two pieces of string or rope, approximately twenty-four (24) to thirty-six (36) inches long.

ACTIVITY: Play a game of "cross the river" by laying the two lengths of yarn about four to six inches apart, parallel to one another. Have the child jump over them without touching either piece of yarn. When this can be done successfully, move the yarn pieces further apart so that the child has to make longer and longer jumps.



ENRICHMENT: The game may be made more competitive by having the child pay a "penalty" when she or he "falls in the river." The "penalty" may be taking off a wet shoe and replacing it; counting to 10, or demonstrating some other skill.

DEVELOPING BODY BALANCE

PURPOSE: To provide the child practice in big muscle control and balance.

MATERIALS: Construction paper, tape or chalk.

ACTIVITY: Demonstrate for the child how to jump up and down, lifting both feet at the same time. Have the child practice jumping like this. Tape a piece of paper to the floor and have the child jump on this as a target. This activity may be extended to include having the child jump from a low (6 to 10 inches) step or stool onto the paper target. Care should be taken to insure that no sharp edges or objects are in the immediate jumping area.

ENRICHMENT: Again, using string or yarn to form a "river," round pieces of paper can be cut to form "stones" on which the child can jump to cross the river.

SOCIAL SKILL DEVELOPMENT ACTIVITIES

The development of social and self-care skills is extremely important and closely related to the young child's development in other areas. A young child's social world is constantly expanding, with new experiences encountered almost daily. The child's ability to cope with and handle these new experiences hinges on the child's ability to function independently . . . to do things and take care of him/herself.

Activities designed to develop social and self-care skills are on-going activities. Role-playing, for example, provides a young child with opportunities to "try out" some adult-like behaviors within a play situation. Self-care skills for toileting, eating and dressing are all part of "growing up" and becoming more independent. Successful experiences in school are often directly related to the child's ability to do things independently and to function adequately within a social situation.

The young child should be encouraged by parents to become independent. Much parental praise and opportunity to practice these skills should be provided for the child. Praise and opportunity are the keys to success!

ROLE PLAYING

PURPOSE: To help the child develop a sense of social and vocational awareness through role playing adult activities.

MATERIALS: Dress-up clothes and "props" for make-believe play.

ACTIVITY: Let's Pretend

Play is a powerful tool for learning. Through play the child can assume many make-believe roles that will help her or him practice in childhood what will become important as an adult. Old clothes can be used with toys to provide a rich mix of child and adult materials with which to play. Roles that the child may enjoy playing or acting out are all around the home, the neighborhood, and the community. Playing "mommy" or "daddy," for example, allows the child to model some of those parenting behaviors that are observed in the home and homes of friends. Being mom or dad's "helper" on household chores or projects is again a very natural setting for learning for both the child and the parent.

Observing and acting out the various work roles that the child sees performed by our "friends" in the community helps in better understanding the community structure and introduces her or him to the world of work. Playing the role of "waiter" for a pretend meal or a real lunch involves both the social and work skills of the job. Playing "stock boy" with the canned and dry goods on shopping days can be a helpful activity as well as a learning activity.

Whenever possible, join in the child's play but allow him/her to take the lead in suggesting activities when and if he/she can.

ENRICHMENT: Play is an ongoing activity that should be an important part of the child's activities throughout the formative years. The child will begin to take the lead in requesting games or activities and in this way will give you clues to his/her interests.

SELF-HELP SKILLS IN TOILETING

PURPOSE: To help the child develop appropriate self-care skills in toileting.

MATERIALS: Bathroom facilities, potty chair, bathroom articles.

ACTIVITY: Self-care for toileting is one of the major activities for the preschool child. Because of the importance that many parents place on independent toileting skills, the training period for the child may become tense and emotional. It is important to recognize that each child is

an individual whose rate of development in this area will not always meet specific time schedules. The following age-level activities should be looked at as general guides rather than absolute time limits. By three years of age the child should be developing the following skills:

1. The child knows the difference between bowel and bladder functioning (word selection should be consistent).
2. The child should ask to go to the bathroom during the day at least 50% of the time. (Often the request will come too late, but parent response should be positive.)
3. The child should wash hands and face with help, using soap and water.
4. The child should dry hands without help.
5. The child should begin helping in bathing him/herself.
6. The child should become familiar with toothbrush and toothpaste.

By age four, the child should have accomplished or be working toward the accomplishment of the following skills:

1. The child should recognize day toileting needs and be able to indicate this to the parent at least 90% of the time.
2. The child should put toothpaste on brush and begin proper brushing with supervision.
3. The child should clean self after toileting but may require some continued help or reminders.
4. The child should be able to wash hands and face independently at least 50% of the time.

By five years of age the child should be relatively independent in accomplishing the following toileting tasks:

1. The child should demonstrate a general independence in basic toileting tasks (includes self-monitoring, managing clothes, wiping, and flushing).
2. The child should be approaching independence in washing face and hands.
3. The child should be able to brush teeth without assistance.
4. The child should be able to bathe with minimal supervision.
5. The child should be able to comb or brush hair with help.
6. The child should have developed bladder control at night.

COMMENTS: The key to successful training for toileting skills is patience and a positive attitude. If you become concerned about your child's progress in this area, talk about your concerns with the family physician or other community child specialist.

SELF-HELP SKILLS IN EATING

PURPOSE: To help the child develop appropriate self-care skills in eating.

MATERIALS: Those items within the home that are typically associated with eating.

ACTIVITY: The following represent some of the self-feeding skills that are commonly associated with children by the age of three.

1. The child is able to discriminate between edible and non-edible substances.
2. The child can feed her- or himself solid foods with a spoon.
3. The child can suck liquid through a straw.
4. The child can use a napkin to clean the face.
5. The child can drink from a glass with only a little spilling.

By age four, the child should have accomplished or be working toward meeting the following skills:

1. The child should be comfortable using spoon, fork, and cup.
2. The child can serve her- or himself some solid foods from the serving dish.
3. The child will be able to clean up small spills when given cleaning materials.

By five years of age, the child should accomplish or be close to accomplishing the following skills:

1. Will help remove dirty dishes if asked.
2. Uses a table knife to spread soft material such as butter, jelly, and peanut butter.
3. The child will be able to serve her- or himself from a bowl.
4. Will help set the table.
5. Can cut soft food like pancakes or hotdogs with a knife.
6. The child will clean up spills with no help.

ENRICHMENT: Mealtimes provide a good opportunity to make learning fun. When possible, allow the child to take part in the preparation of the food, work at setting the table, and help in the clean-up activities. Discussing and identifying foods helps language development, and the social aspect of the family meals is often one of the few times during the day when the child is in direct contact with all of the family members.

SELF–HELP SKILLS IN DRESSING

PURPOSE: To help the child develop appropriate self–care skills in dressing.

MATERIALS: The child's clothing.

ACTIVITY: Dressing skills are an important part of the developing self–reliance of a child. Some of the skills that the child should accomplish or be close to accomplishing by age three are:

1. The child can remove pants, shirt, and shoes.
2. The child puts on open–fronted sweater or jacket.
3. The child puts on shoes and boots with assistance.
4. The child will attempt to use a hanger with adult help.

By four years of age, the child should have accomplished or be working toward accomplishing the following types of dressing tasks:

1. The child will be able to button some articles of clothing. Child–size buttons for self–buttoning should be large and buttonholes should not be tight.
2. The child puts on boots or shoes (not tying string) with verbal instructions.
3. The child unbuttons clothes.
4. The child actively participates in dressing and undressing.
5. The child hangs up clothes and coat with instructions.

By age five, the child should be approaching some degree of independence in dressing skills. Tasks at this age may include:

1. The child should be able to dress independently and complete most of the buttoning or zipping of clothes.
2. The child hangs up coat with no help.
3. The child has completed or is working to completion of tying shoes.
4. The child will identify appropriate clothes for weather conditions.

ENRICHMENT: Three dressing activities that frequently present a problem for a child are buttoning, zipping, and tying. If the child experiences difficulty with buttoning or tying, select an old garment with a zipper or buttons (button item should have large buttons and buttonholes)

and cut out a section that contains two to three buttons with the matching buttonholes. Attach these two pieces to a wooden frame or pin to an overstuffed pillow. The child can then face the item and practice buttoning or zipping as though the garment were on another person.

SOCIALIZATION SKILLS

PURPOSE: To help the child develop basic social skills.

MATERIALS: The setting for training social skills occurs within the home, the neighborhood and the community and the materials needed will be determined by the activity.

ACTIVITY: Social skill development is an ongoing part of the child's everyday experiences. The parent is encouraged to include the child in as many family activities as possible (shopping, eating out, visits with friends and relatives, etc.). A few of the socialization skills that the child might develop by three years of age would include the following:

1. The child should be able to run simple errands around the home.
2. The child should be able to help perform some of the basic household tasks and family projects.
3. The child should recall the names and be able to greet visitors.
4. The child will start taking turns with groups of two or three children.
5. The child will play alongside of other children but not necessarily with them.

By four years of age the child should have developed or be close to accomplishing the following tasks:

1. The child can play independently for reasonable time periods.
2. The child should be able to play cooperatively with two other children.
3. The child should be able to share a number of toys without arguing or fighting.
4. The child will be more independent in helping with household tasks.
5. The child should be able to make some contributions in conversations.
6. The child should be developing an awareness of the feelings of others.

At five years of age the child should demonstrate an understanding of the following skills:

1. The child should be able to share and take turns.
2. The child should have a developing awareness of sex differences.
3. The child should be cooperative in group play with other children.
4. The child should demonstrate basic courtesies such as knowing when to apologize and how to request things.
5. The child should be developing a respect for the property rights of others.
6. The child should be able to make basic, one–item purchases at the store.

COMMENTS: The foundation of socialization skills needs to be developed in the home. The more socially accomplished the child, the easier the transition will be when moving from the home to his/her school experiences.

NAME, ADDRESS AND TELEPHONE NUMBER

PURPOSE: To help the child learn to say her or his own first and last name, address, and telephone number.

MATERIALS: You and the child.

ACTIVITY: Little Lost Boy, Little Lost Girl

It is important that your child knows her or his first and last name, address, and telephone

number in case of an emergency, or in case the child gets separated from you at a park, or a grocery store. The best way to begin this activity is to talk with your child about what it means to be "lost," and what to know to get home safely.

To begin this activity, tell the child you are going to play a game, and that you will be the police officer and he/she will be the little lost child. Ask your child, "What's your name?" The child should tell you his/her first and last name. If your child only says his/her first name, tell how important it is to be able to say the last name as well. Practice this activity until your child can say both first and last names. Then ask your child "Where do you live?" Begin with the street number and then the name of the street. You say the address, and have your child repeat it after you. This will take quite a few tries, so be patient!

Begin the activity again, and ask your child "What is your name?" "Where do you live?" After your child has learned his/her first and last name and address, then teach your child his/her phone number. Once again, this will take many tries, so encourage your child as much as possible.

ENRICHMENT: This activity should be done almost every day. Practice is the only way for your child to learn these important items. Continue to stress the importance of knowing these things, and praise your child each time he/she tries to "say the whole thing" independently.

USING THE TELEPHONE

PURPOSE: To help the child learn to use the telephone in emergency situations.

MATERIALS: Telephone

ACTIVITY: Telephone for Help

It is important that your child learn to use the telephone in case of an emergency situation when help is needed. Before you begin this activity it is important that you and your child talk about what an "emergency" is, who you should call in case of an emergency, and what to tell the person answering the phone if there is an emergency. For example, you might talk about what would happen if you were washing windows and fell off the ladder. Who should the child call, and what should he/she say?

Make a large chart to hang next to the phone with emergency phone numbers written on it, such as a close neighbor, the police station and the operator. Make sure the numerals on the chart are large, and use a picture in front of the phone number to remind your child who he/she is calling.

Use the example of falling off the ladder, and suggest to the child that he/she should call the neighbor. Show the child how to find the neighbor's phone number on the chart. Point out the picture, followed by the phone number. Show the child how to read the number on the chart and dial the number on the phone. This is going to take many tries before your child can do it correctly, so have patience!

After the child can dial the phone correctly, ask what should be said to the neighbor. Play a game of "Let's Pretend," and you stand in one room and have your child pretend to call you from the next room. You be the neighbor, and have your child explain to you what just happened. Make sure your child remembers to tell the neighbor who he/she is at the beginning of the conversation. Once again, this will take time, and much practice.

ENRICHMENT: Contact your neighbor and ask if she or he would mind receiving some "practice" phone calls from your child. Set up a time for the calls, and have your child dial the phone, and carry on the conversation.